

**SKRIPSI**  
**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TEXT**  
**TWIST GAME AT PRIVATE ISLAMIC JUNIOR HIGH SCHOOL AL –**  
**HIJRAH 2 LAU DENDANG 2016 / 2017 ACADEMIC YEAR**

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## ABSTRACT

This research was aimed to find out the improving students' vocabulary mastery by using text twist game. The subject of this research was seventh grade of SMPS IT AL-HIJRAH LAU DENDANG 2016-2017 Academic Year. It was consisted of one class and 21 students as respondents. The object of this research was to improve students' vocabulary mastery by using text twist game.

The research of this study was conducted by using calssroom action research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from the test. Data was taken from test result which was carried out in two cycles. And two cycles conducted in four meetings. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 63.95. Where, there were 6 students got successfull score criteria or it was only 29 % and 15 students' got unsuccessful or it was 71%. After doing cycle I by using text twist game, there was an improving of the result of the students' mean was 72.23. Where, 8 students got successful criteria score or it was only 38% and 13 students' got unseccessful criteria score or it was 62%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 83.19. Where, 18 students' got successful criteria score or it was 86% and 3 students' got unsuccessful criteria score or it was 14%. In other words, the students' vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve.

**Keyword** : *Vocabulary Mastery and Text Twist Game*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Problem**

The objective of teaching vocabulary is that the students are expected to be able to use vocabulary with appropriate of contexts. In order the students can produce many sentences in written or spoken form. The students also could be able to pronounce the vocabulary correctly. So, the teacher must anticipate how much vocabulary can be taught. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment.

However, in reality, based on my experience when doing PPL at seventh grade student's of SMPS IT AL-Hijrah 2 Lau Dendang, the researcher found that most of students had many problems in mastering vocabulary and this situation make them feel lazy to study English. Namely, the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, the teacher still applies a traditional method.

The limited numbers of vocabulary mastered by the students are caused by many factors : internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question ) and others. The external factors are teaching method, parents, friends, facility, environment, including game.

One of the methods that can be used to solve this problem is by using games. By using games in teaching English, it is hoped that students will learn



joyfully, enjoy, and interest in learning English especially in mastering the vocabularies and of course it will help the learning purposes reached optimally.

There are many kinds of game: Crossword puzzle, scrabble, word square, Anagram, text twist game. Game that I'm going to use in this research is text twist game. Text twist is a game for personal computer which allows people to improve their knowledge about vocabulary by twisting some letters. This fact may support the English teacher to improve their role in teaching English. It is hoped by increasing the teaching and learning process the problem will overcome soon and make the students will study English easily.

Based on the problem above, the researcher is interested in conducting a research by the title **“Improving Students’ Vocabulary Mastery by Using Text Twist Game at SMPS IT AL – Hijrah 2 Lau Dendang”**.

## **1.2 Identifications of the Problem**

There are many problems that can be identified related to English vocabulary: (1) Does teaching method influence the students’ English vocabulary mastery? (2) Does parents influence the students’ English vocabulary mastery? (3) Does friends influence the students’ English vocabulary mastery? (4) Does facility influence the students’ English vocabulary mastery? (5) Does environment influence the students’ English vocabulary mastery? (6) Does game influence English vocabulary mastery? and etc. There are still many problems that can be identified. Therefore, the researcher only limits identification of the problem on game.

### **1.3 Limitation of the Problem**

There are a big number of problem to be researched related to vocabulary mastery. Therefore, the researcher would like to limit on game to improve the students' vocabulary mastery. Game in teaching vocabulary are still many such as : Anagram, crossword puzzle, scrabble, word square, including text twist game. In this research text twist game will be used to improve the students' vocabulary mastery. And the study focuses only on the students' vocabulary, especially in content words category; nouns and verbs.

### **1.4 Research Problem**

Based on the background of the problem, the research problem of this study is formulated as the following :“How can text twist game improve the students' vocabulary mastery?

### **1.5 Objective of the Study**

The objective of the study is to find out the improvement of students' vocabulary mastery by using text twist game.

### **1.6 Significance of the Study**

The result of this research is expected to be useful theoretically and practically. Theoretically, this research is to enrich the theory of teaching English vocabulary. Practically, this research is useful for: (1) The students, this research is expected to be useful to make the students more interested and motivated in improving mastery their vocabulary. (2) The teachers, this research is expected to

be useful for English teachers as one of the alternative technique to teach vocabulary.(3) The other researcher, this research is expected to be useful for those who are interested in conducting relevant studies with this various research objects.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **2.1 Theoretical Framework**

In conducting a research, theories are needed to explain some concepts or terms which are applied in this research. Some terms in this study and they need to be theoretical explained. Thus, the following explanation aimed toward the clear explanation.

##### **2.1.1. Vocabulary Mastery**

Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. In this study will be explained below:

##### **2.1.1.1. Mastery**

There are some definitions of mastery. According to Ellis<sup>1</sup>, mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the aspects of word knowledge. Ellis summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.

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<sup>1</sup>Ellis, *Master of the Word*, 1998, p, 502

According to Butterfield<sup>2</sup>, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community. So, mastery is related one's ability, skill knowledge, proficiency, understanding capacity.

According to Longman<sup>3</sup>, mastery is complete control or power over someone or something through understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding.

Based on the explanation above, it comes to the conclusion that mastery is knowledge and skill that the students have in English vocabulary.

#### **2.1.1.2. Vocabulary**

There are some definitions of vocabulary. According to Thornbury<sup>4</sup>, Without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication. It helps the learners to understand the message of the communication. By mastering vocabulary, the students will be easy to learn English. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Al-Qur'an Surah Al-Baqarah in the 31-33<sup>th</sup> verse:

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<sup>2</sup>J Butterfield, *Collin English Dictionary Plus Good Writing Guide*, (Great Britain: Harper Collins Publishers, 2007), p, 56.

<sup>3</sup>Longman, *Advanced American Dictionary New Edition*, ( England:Pearson Education Limited,2007) p, 984

<sup>4</sup>Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002), p.13

*“And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if you are right(31). They said : Glory to Thee: of knowledge we have none, save what thou has taught us: in truth it is thou art perfect in knowledge and wisdom (32). He said, “O Adam! Tell them the names. When we had told them, Allah said: “Did I tell you that I know the secrets of the heaven and earth, and I know what ye reveal and what ye conceal ٢٥”*

<sup>5</sup>Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, ( Jakarta : Sygma, 2005 ), p. 6.

Based on the verse above, it describe the teaching process that is given by Allah almighty to prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the name of the wwhole thing. When education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that man can communicate well if he know the names of something.

According to Linse<sup>6</sup>, “Vocabulary is the collection of words that an individual knows”.The only words that can easily be featured are nouns. It is important to remember that even though nouns are important, vocabulary is more than just nouns. As a teacher, it is important that you include verbs, adjectives, adverbs, and prepositions as part of your vocabulary curriculum.

In addition, according to Hatch and Brown<sup>7</sup>, vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate.

Based on the explanation above, it comes to the conclusion that vocabulary is collection of words that the students have in English vocabulary.

### **2.1.1.3 Kinds of Vocabulary**

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<sup>6</sup>Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p. 121

<sup>7</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p. 1.

In learning vocabulary that found some kinds of vocabulary. So, in this study will be explained one by one below:

#### **2.1.1.3.1 Receptive Vocabulary ( Passive Vocabulary )**

Receptive vocabulary is larger than productives ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. The Receptive vocabulary as the language items which can only be recognized and comprehended in the context of reading and listening material.<sup>8</sup> And can be concluded that receptive vocabulary is words that cannot be produced correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

#### **2.1.1.3.2 Productive Vocabulary ( Active Vocabulary )**

Productive Vocabulary to be language items which the learner can recall and use appropriately in speech and writing.<sup>9</sup> Similar to expressive vocabulary. A person's productive vocabulary involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical pattern along with the word that usually collocated.

Productive also used in appropriate situation. For instance, why we were talking to our friends in the class was different from talking to the people in the hotel. So we can develop our vocabulary through out of lives. we can also learn new words and expand our knowledge from experiences. For example manager, beautiful leader etc, thus we can produce the words and enrich our vocabularies through our lives experiences that we have had.

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<sup>8</sup>Ruth Gairns and Stuart Redman, *Working with Words: A guide to teaching and learning vocabulary* (Cambridge : Cambridge University Press, 1986 ), p, 64

<sup>9</sup>*Ibid*, p, 65



The group of passive ( Receptive ) vocabulary is usually larger than the one of active (Productive) vocabulary and the amount varies from person to person. For instance, there will be vocabulary that a learner is capable of recognizing and understanding but finds it difficult to appropriately use the vocabulary in speaking and writing context. Therefore, it is called receptive vocabulary. In another case, there will also be vocabulary which a learner can recall and use correctly in the context of speaking and writing.

Judy stated that<sup>10</sup>, there are four types of vocabulary which must be known and mastered for any skill, such as reading vocabulary, speaking vocabulary, listening vocabulary and writing vocabulary. They are: (1) Reading vocabulary is the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “Grow “ your vocabulary. (2) Speaking vocabulary is the word we use when we speak or speaking vocabulary is realitely limited : most adults use a more 5000 to 10.000 words for all their conversation and instruction. (3) Listening vocabulary is the word heard and understand. Starting in the womb, vetuses can detec sounds as early 16 weeks. Furthermore, babies are listening during all their working hours- and we continiou to learn new words this way all of our lives. (4) Writing vocabulary the word we can retrieve when we write to express our selfs. We generaly find it easier to explain our self orally, using vacial expression and to help get our ideas across then to find just the right words to communicate the

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<sup>10</sup>Judy K Montgomery, *The Bridge of Vocabulary : Evidence Based Activities for Academic Success*, ( San Fransisco: NCS Pearson , 2007), p, 119

same ideas and writing our writing vocabulary is strongly influenced by the words we can spell.

## **2.2 Text Twist Game**

Concerning with the problem and objective of the research, the writer used an experimental method to know the influence of text twist game towards students' vocabulary mastery.

### **2.2.1 Definition of Text Twist Game**

There are some definitions of text twist game. According to Wright<sup>11</sup>, game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. It means that the game is form of play or sport with rules; children's activity when they play with toys, pretend to be somebody else, etc.

Geoffrey Broughton, stated<sup>12</sup>, games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

In addition, according to Crawford<sup>13</sup>, text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six

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<sup>11</sup>Andrew Wright et.al, *Games for Language Learning New Edition*, (Cambridge: Cambridge University Press), p. 1.

<sup>12</sup>Geoffrey Broughton . *Teaching English As A Foreign Language*, (London: Routledge & Kegan Paul, 1978), p. 169-170.

<sup>13</sup>Jay, "Text Twist", ( <http://jayisgames.com/review/text-twist.php>)accessed on December 7th 2016 at 10:01 a.m.

letters. Games is a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

Based on the definition above, it comes to the conclusion that text twist game is an activity in which learners play and a word scrambling game, in which you have to assemble words ranging from three to six letters.

### **2.2.2 Principle of Text Twist Game**

Text Twist is a single player game in which the player is shown six letters that, when re-arranged, can make up at least one six-letter word and many other words between three and six letters in length. A game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

### **2.2.3 Design of Text Twist Game**

According to Richards and Rodgers<sup>14</sup>, design is the level of methods analysis in which we consider : (1) what the objectives of a method. (2) how language content is selected and organized within method, that is the syllabus model. (3) the types of learning tasks and teaching activities the method advocates. (4) the role of learners. (5) the role of teachers to instruction materials. It means that there are five items to design text twist game, they are : objectives, syllabus, learning activities, role of teachers to instruction materials.

The design of text twist game is arrange the letters into words by the number of boxes at the specified time, if you find the 6 letter word, then you advance to the next round no matter how few or how many other words you find. The entire purpose of the game is to see how many levels you can reach and how

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<sup>14</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986),p, 21.

many points you can accumulate. The game will be played in a group and the group most construct words will be the winner. The text twist game is one of the visual aids that can be used in teaching English vocabulary. The objective of text twist game is that the text twist game make students interested in learning vocabulary.

#### 2.2.4 Procedure of Text Twist Game

The procedures of teaching vocabulary through text twist game based on Steven J. Brams are as follow:<sup>15</sup>(1) Divide the class into four or five teams. (2) Give the aid (unstructured word with blank boxes) and tell the class to write the answer. (3) Choose a student from one team and ask to show the students to answer. (4) Each group has seven minutes to fill the word into the blank boxes. (5) The leaders of teams write the answer on the board. (6) If it is correct, give his/her team one point. If it is incorrect, choose one from the other team and look at his/hers. Give him/her the point if it is correct. (7) Write incorrect word on the board. Tell the class to correct any mistakes they have made. (8) Each team translates the words in the blank box and makes a sentence based on the words in each box. (9) The students may open the dictionary. (10) After the students finish making a sentence, he/she collects to the teacher.

In this study, the researcher would like to follow the step below : (1) Divide the class into four or five teams. (2) Give the students some letter on the piece cartoon paper. (3) Choose a student from one team and ask to show the students to answer. (4) Each group has five minutes to fill the word into the blank boxes. (5) The leaders of teams write the answer on the board. (6) If it is correct, give one point. If it is incorrect, choose one from the other . Give him/her the point if it is correct. (7) After the students finish making a sentence, he/she collects to the teacher.

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<sup>15</sup>Steven J Brams, “*Game House*”, ([http://windows.podnova.com/trends/super\\_text\\_twist.html](http://windows.podnova.com/trends/super_text_twist.html)) accessed on July 18<sup>th</sup> 2010.

### 2.2.5 Advantage and Disadvantage of Using Text Twist Game

Based on Andrew Wright<sup>16</sup>, the advantage of this game are students will be motivated to look words up in dictionary. Also, text twist game make students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill.

The disadvantage of this game are no clues to solve the answer, so students will busy to find out the answer. The game may be time-consuming activity if the teacher cannot control the class very well. Another disadvantages the class will uncontrol because of the noise that is made by the students.<sup>17</sup>

## 2.3 Related Study

There are summarize research related to this topic : (1) Hasibuan<sup>18</sup>, entitle : **“ Improving Students’ Ability In Mastering Vocabulary Through College Ball Strategy”**. The research aimed find out the students’ ability mastering vocabulary through college ball strategy. The population was taken only the one class in VIII-A consist of 35 students’. The writer used two cycles on her research, and she found that the students’ scores increased from the pre-test until the post-test of the first and second cycle. Thus by using college ball strategy could improve students’ ability in mastering vocabulary. (2) Aisyah<sup>19</sup>, entitle : **“Improving Students’ Vocabulary Mastery Through Word Wall Strategy”**. The research aimed to find out the students’ achievement in vocabulary by using

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<sup>16</sup>Wright , *op.cit*, p, 13

<sup>17</sup>Nurul Saofa Aulia, “*The Use of Manual Super Text Twist Game to Improve Students’ English Vocabulary Mastery*” *Journal of English Language Teaching*, (Vol. II, No. 2, November/2013), p. 3.

<sup>18</sup>Jubaidah Hasibuan, “*Improving Students’ Ability in Mastering Vocabulary Through College Ball Strategy*”, Thesis, (Medan: State Institute for Islamic Studies of North Sumatera, 2011).

<sup>19</sup>Siti Aisyah “*Improving Students’ Vocabulary Mastery Through Word Wall Strategy*”, Thesis, ( Medan:State Institute for Islamic Studies of North Sumatera, 2014).

word wabbing technique. The population was taken only one class in VII consist of 45 students'. The writer used two cycles on her research, and she found that the students' scores increased from the first cycle. Thus by using word wall strategy could improve students' vocabulary mastery.

## **2.4 ConceptualFramework**

Text twist game can improve the students' vocabulary mastery because : first, text twist game is basically a computerized version of word game, that make effective process learning. Second, text twist game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. Third, that by using the text twist game, students can study vocabulary not only in class, but also in their house. They can study vocabulary by themselves whenever and wherever they are. It's needed for improving students' vocabulary mastery, because repetition is a feature of young childrens' natural behavior which is usefully applied to learning vocabulary.

Based on the explanation above, it comes to the conclusion that the text twist game can improve students' vocabulary. So, the writer hoped that text twist game make students interested in learning vocabulary.

## **2.5 Actional Hypothesis**

Based on the above theoritical framework and conceptual framework the writer formulates the hypothesis as follow : text twist game can improve students' vocabulary mastery at Private Islamic Junior High School AL – Hijrah 2 Lau Dendang.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Setting**

This research will be conducted on March 2016/2017 academic year. The subject in this research are the students at seventh grade of Private Islamic Junior High School AL-Hijrah 2 Lau Dendang. The number of students consist of 19 students, those are 19 females. The researcher chosen this location because some reasons, namely : (1) this school it's not far from the researchers' place. (2) the English teacher never use text twist game in teaching English vocabulary. (3) the English teacher still uses the old method in teaching learning process in class.

#### **3.2 Data and Data Source**

In this research, the data will be collected by using qualitative and quantitative data. The qualitative data will analyzed from observation, photographs, interview, and tests. The qualitative data will used to describe data was not enabling to being counted or measured in objective way and subjective. The quantitative data in this research is the students' scores in forming several words. Their score will take from pre-test and post-test.

The researcher got the data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.



### 3.3 Research Method

This study will apply classroom action research. This research intends to reveal an effort to improve the learning process by using text twist game at seventh grade students of Private Islamic Junior High School AL-Hijrah 2 Lau Dendang , then the use of classroom action research considered relevant in this research.

According to Koshy<sup>20</sup>, Action research is about working towards practical outcomes, and also about creating new forms of understanding. It means that action without understanding is blind, just as theory without action is meaningless.

According to Burns<sup>21</sup>, Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in this statments is a critical dimension which involves reflecting on the social structures and orders which surround classrooms.

According to Arikunto<sup>22</sup>, a classroom action research consists of three words that can be understood as follows understanding: (1) Research, examine the activities of an object, use the rules of a particular methodology to obtain data or information useful improve the quality of a thing that interest and important for researcher. (2) Action, something moment activities that deliberately made with a specific purpose, which in this study form a series of cycle of activity. (3) Class, is a group of students who are in the same receives the same lesson from a teacher.

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<sup>20</sup>Valsa Koshy, *Action Research for Improving Practice : A Practical Guide*, ( New Delhi : Paul Chapman Publishing, 2005 ), p, 14

<sup>21</sup>Anne Burns, *Collaboartive Action Research for English Language Teachers*, ( United Kingdom : Cambridge University, 1999 ), p, 30

<sup>22</sup>Arikunto, *Prosedure Penelitian*, p, 91

Based on the definition above, it comes to the conclusion that the classroom action research is working, application and activities of fact finding to practical problem solving in a social situation with a view to improving the quality of action, and to analyze any effect of the treatment.

The four steps to conduct Classroom Action Research. Namely: (1) Planning, In this step, the writer think and consider what action will be done, how method will be applied, what material will be provided, and what media will be used to improve students' vocabulary mastery at the seventh grade students' of Private Islamic Junior High School AL-Hijrah 2 Lau Dendang by using text twist game. (2) Acting, In this step, the process of learning delivered appropriate the method will be planned that is by using text twist game and by inviting students' to follow the instructions of researcher in conducting text twist game. (3) Observing, In this step, the writer will observe the process of implementation of the text twist game by students' with the observation sheet. (4) Reflecting, In this step, the researcher will need to involve a collaborator as in the observation in order to help the research reflect and evaluate what will be done, and discuss what will be improved for the next cycle dealing with the researcher's purpose to improve the learner's vocabulary mastery.

### **3.4 Techniques of Collecting Data**

The techniques of data collections will be used by the researcher are qualitative and quantitative data :

1. Test

The test in this research are pre-test and post test. Pre-test will be done before implementing text twist game. Meanwhile, post-test will be done after implementing text twist game. In this research, the test will be done in form of multiple choices.

2. Observation

In this case, the researcher will use the unstructured observation to know the occurrences in learning process, about the teacher's performance during classroom action research, class situation in the classroom activity, and students will respond concern the use of text twist game. The result of observation is describe the diary note.

3. Photographs

Photographs are way of greatly enhance classroom analysis and provide visual stimuli which will be integrated into report and present the research to others. The use of photographs is also a technique for data collection that combines effectively with a range of language classroom task and activities where visual aids are an invaluable support in learning.

4. Interview

The researcher in this research will ask the teacher to know the students' difficulties in English vocabulary, students' condition involve in English class activity, and the text twist game will be used by the teacher in teaching English vocabulary.

### 3.5 Techniques of the Analyzing Data

This research will apply quantitative and qualitative data. The quantitative data is analyzed by t-test formula. Quantitative data would be analyzed in score while teacher taught vocabulary by using text twist game. Through quantitative data the researcher would know there will be an improvement or not on the students' vocabulary mastery by using text twist game.

Then, to know the difference of the test success after using text twist game the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

While the qualitative data will be analyzed by Miles and Huberman<sup>23</sup>, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explained as follows:

#### 1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or

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<sup>23</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA:Sage Publications, 1994),p, 10

transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analysing the data. The data reduced in this study were data found in the interview transcript.

## 2. Data Display

The next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will find it easy to understand and to analyze what will happen with the data presented. In this study, the researcher will use a matrix in displaying the data, because it is most common data display will be used in qualitative research.

## 3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and proposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

### **3.6 Techniques of Establishing the Trustworthiness**

It is important to establish the trustworthiness of the study. There are various ways to establish the trustworthiness of the study. According to Lincoln and Guba, the trustworthiness consists of the following components : credibility,

transferability, dependability and confirmability. But in this research, the researcher only used credibility.

Credibility in qualitative research means the results of a qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes : (1) Triangulation, triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. (2) Member checks, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.

Transferability is a trustworthiness concept that can be seen as external validity, Transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debriefers

Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability is the extent to which a variable or a set of variables is consistent with what it is supposed to measure when repeated multiple

of times.<sup>24</sup> Dependability refers to the confirmation that the data represents the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques.

Confirmability refers to the degree to which the results could be confirmed or collaborated by others. The researcher can document the procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the results.

The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

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<sup>24</sup>Straub, D., Boudreau, M.-C., and Gefen, D. "Validation Guidelines for Is Positivist Research," (Communications of AIS, 2004), p, 13, 24, 380 - 427

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

##### 4.1.1 Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary.

In this preliminary study, the researcher gave vocabulary test, interview, and observation. Vocabulary test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson especially in vocabulary. The number of the students who took the test was 21 from the result of vocabulary test in pre-test, the total score of the students was 1343 and the mean of the students' score 63.95.

Based on the test result, it is indicated that the students' improvement in vocabulary text was low. It can be seen from the mean score of the students was 1343 and the percentage of the students' score of the pre- test was 6 students who passed or got score up to 75, it was only 29 %. On the other hand, 15 students failed or didn't get score up to 75 and it was 71%. This data can be seen in the appendix X.



The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the strategy to the English teacher and some of the students who got the low and high value during the learning process. The researcher interviewed the teacher about vocabulary mastery : 1. (R) What do you think about the ability of students vocabulary mastery ?, (T) Still much expected because are still standard. 2. (R) What are strategies often use when teaching vocabulary?, (T) Play game like *tebak kata*, dan *menyambung kata*.

From the result of interview with the English teacher showed that the students still much expected especially in vocabulary because their ability in vocabulary are still standard. It was also strengthened by the result of interview with the students as follows: (1) “saya tidak suka bahasa inggris karena saya sangat sulit dalam menghafal vocabulary” From the opinion with the first student showed that the student still difficult to remember vocabulary. (2) “belajar bahasa Inggris tentang vocabulary menarik. Tetapi, sulit sekali untuk membedakan kata yang sama”. From the opinion with the second student showed that the student felt difficult to distinguish the same words.

Based on the analysis result, it can be concluded that the some students were not interested in learning vocabulary because they felt difficult to remember of vocabulary and distinguish the same word, that's why their vocabulary mastery still low, and doing the pre-test, the researcher didn't implement the text twist game. Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

#### **4.1.2 Cycle I**

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

##### **4.1.2.1 Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for two meetings. The topic which discussed was about content word; nouns and verbs. In planning of action research, research had been prepared : (1) Prepare Teaching Planning Program ( RPP) or to use the text twist game in scenario, (2) Prepare material which was suitable with topic discussion about (vocabulary in content words category; nouns and verbs), (3) Prepare the task for students, (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which text twist game was implemented.

##### **4.1.2.2`Action**

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using text twist game. (1) Explained the procedure of text twist game. Before began teaching learning process the researcher had been doing the explanation about the implementation of text twist game to students, in order they would understand about strategy. (2) Gave the topic about vocabulary content word; nouns and verbs. (3) Teacher gave the students some letter on the piece cartoon paper. (4) Teacher asked the students

to find new word, then the students fill the word into the blank boxes and wrote new word on the board.(4) The teacher gave the test to the students.

Action was planned with the involvement of one teacher who would be partner as collaborator that together with the researcher acting as an observer in the classroom. The collaborator helped the researcher when there were problems in teaching activities and recorded all the activities that happened in the classroom.

#### **4.1.2.3 Observation**

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did text twist game in their group although some of them still lack of vocabulary. They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the clues of text twist game in their group.

The activity of students could be seen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. It was found the complete information about the observation sheet in Appendix XVII.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the text twist game in learning process. Based on

the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 1517 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 72.23. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test was 8 students who passed or got score up to 75, it was only 38 %. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. This data can be seen in the appendix X

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: 1. (R) Apakah yang kalian pikirkan setelah belajar vocabulary bahasa Inggris dengan menggunakan text twist game?, (S<sup>1</sup>) Setelah belajar dengan menggunakan text twist game saya lebih banyak mengenal vocabulary baru. (S<sup>2</sup>) lebih mudah untuk mendapatkan vocabulary baru dan belajarnya lebih semangat dan happy. 2. (R) Apakah belajar menggunakan text twist game bisa meningkatkan vocabulary bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung karena hurufnya terbatas . (S2) Iya, text twist game ini sangat cocok sekali untuk meningkatkan vocabulary. The transcription of interview could be seen in appendix XIV.

It was also supported by improving their score of progress. Furthermore, the result of interview with the English teacher were: 1. (R) Setelah text twist game

telah diterapkan dalam pembelajaran vocabulary, bagaimana pendapat ibu tentang text twist game?, (T), Menurut saya text twist game ini bagus, karena games ini bisa meningkatkan vocabulary siswa dan membuat siswa lebih enjoy dan tidak mudah bosan. 2. (R) Apakah text twist game ini sangat penting dalam pembelajaran vocabulary?, (T) untuk anak SMP penting karena pengetahuan vocabulary mereka kan masih standard. The transcription of interview could be seen in appendix XVI.

Based on the interview above, there was improving of the students' vocabulary mastery. The result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 6 of 21 students (29%). In the post-test of cycle I, the students who got the score 75 or more were 8 of 21 students (38 %). The improvement of the pre-test to the post-test of cycle I was about 9%. It could be concluded that the students' vocabulary mastery improved but not successfully. So, the researcher was conducted cycle II.

#### **4.1.2.4 Reflection**

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it needed more improvement in their vocabulary because some of them still confused to understand some English vocabulary.

In the second cycle, researcher as teacher improved their vocabulary which was given to them related with the topic discussion.

### **4.1.3 Cycle II**

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

#### **4.1.3.1 Planning**

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns and verb. Here, researcher made more English vocabulary about content word; nouns and verb to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

#### **4.1.3.2 Action**

In the cycle II, The researcher explained again the procedure of text twist game. Before teaching learning process, the researcher had been doing the explanation about the implementation of text twist game. After explained the procedure of text twist game, the teacher giving a topic vocabulary conten words;

nouns and verbs. The teacher gave the game to the students in order the class would be more active then they must memorize the new words about nouns and verbs that cennected to the topics.

In this cycle, most of students were enthusiastic and seriouss when they were in game, because in this game who can found a new word and who firstly wrote a new word on the board they would be got high score and they as the winner. They could be enjoyable done this game.

The actions planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

#### **4.1.3.3 Observation**

In this phase, the students' ability at vocabulary mastering improved continiously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good reponse to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery. The result of the pos-test II of the second cycle, it showed that the total score of the students was 1747 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 83.19. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score

of the post- test II was 18 students who passed or got score up to 75, it was 86 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 14 %. So, post-test II of the second cycle was categorized successfully. This data can be seen in the appendix X

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 8 of 21 students (38 %). In the post-test II of cycle II, the students who got the score 75 or more were 18 of 21 students ( 86 %). The improvement of the post-test I to the post-test II of cycle II was about 48 %. In this also used to test the hyphothesis in the research, from the computation above , it could be seen that coefficient of  $t_{\text{observed}} = 3,92$  and  $t_{\text{table}}$  to  $df = N-1 = 21-1 = 20$ , with fact level  $= 0,05$  was . In the coefficient of  $t_{\text{observed}}(3,92) > t_{\text{table}} ( 0,433 )$ . Thus, alternative hyphothesis ( $H_a$ ) could be received. Based on finding, alternative hyphothesis ( $H_a$ ) saying that the text twist game could be improved the students' vocabulary mastery. This data can be seen in the appendix XI.

#### **4.1.3.4 Reflection**

In this phase, all students had been able to do text twist game as the strategy to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.



Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved.

## **4.2 DISCUSSION**

This research was conducted to find out the implementation of text twist game in improving the students' vocabulary mastery. The result indicated that there was an improvement in the students' vocabulary mastery by using text twist game. The mean of the students' score in the pre-test was 63.95. It was low because only 6 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 72.23. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle II was 83.19. It was higher than the post-test I of cycle I.

The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point >75 were only 6 students ( 29% ). In the post-test cycle I students who got point > 75 there were 8 students (38%). It means that there was improved about 9 %. The post test II of cycle II, students who got point >75 there were 18 students ( 86%) and the improvement was about 48%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 57%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning

process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of text twist game could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the text twist game could improve the students' vocabulary mastery. It made the students enjoyable and their mastery was higher in learning English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning vocabulary.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on the result of the research, it could be concluded that teaching vocabulary by using text twist game could improve the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1343 and the mean of the students' score 63,95. The percentage of the students' score of the test was 6 students who passed or got score up to 75, it was only 29%. There was 15 students who got failed or didn't get score up to 75 and it was 71%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 1517 and the mean of the students' score of the test was 72,23. The percentage of the students' score of the post-test I was 8 students who passed and got score 75 or up to 75 it was only 38%. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using text twist game.

In the cycle II, quantitatively showed that the total score of the students was 1747 and the mean of the students' score of the test was. 83,19. The percentage of the students' score of the post-test II was 18 students who passed

and got score 75 or up to 75 it was only 86 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 14%. So, post-test II of the second cycle was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that the text twist game could be improved the students' vocabulary mastery.

## **5.2 Suggestions**

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply text twist game in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have.
3. The other research, I suggested to conduct research related to the topic of the study.

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## Appendix I

### LESSON PLAN (CYCLE I)

**Education Units** : SMPS IT AL-HIJRAH 2 LAU DENDANG

**Subjects** : English

**Class** : VII

**Competency Standard** : Vocabulary

6. Comprehending meaning about vocabulary content word; nouns and verbs.

**Basic Competencies** : 6.2 Comprehending the meaning about vocabulary content word; nouns and verbs by using language accurately, fluently and accepting an interaction with the closer environment.

**Indicator** : 1. Identifying vocabulary content word; nouns and verbs

2. Understanding vocabulary content word; nouns and verbs

3. Finding new words of vocabulary content word; nouns and verbs

**Time Allocation** : 4 x 40 minutes

**Meeting to** : 1 and 2

## **A. Learning Objectives**

- 1 Students' can identifying vocabulary content word; nouns and verbs
- 2 Students' can understanding vocabulary content word; nouns and verbs
- 3 Students' can find new words of vocabulary content word;noun and verb

## **B. Learning Material**

### Definitions Noun and Verb

- A noun is a word or set of words for a person, place, thing, or idea. A noun of more than one word (tennis court, gas station) is called a compound noun.
- A verb is a word or set of words that shows action (runs, is going, has been painting); feeling (loves, envies); or state of being (am, are, is, have been, was, seem).

## **C. Learning Strategy : Text Twist Game**

## **D. Steps Learning Activity**

### **1. Preliminary Activities**

- a. Greeting
- b. Praying
- c. Absent the students
- d. Introduced her self
- e. Motivated the students
- f. Expressed Purpose to be achieved

### **2. Main Activities**

- a. Exploration
  - The teacher gave pre-test
  - The teacher explained the material about vocabulary (especially vocabulary content word; nouns )



- The teachers explained about text twist game and its procedure
- b. Elaborations
- The teacher make the students of some groups
  - The teacher gave some letter for every groups
  - The teacher asked the students to discussed about the material using text twist game
  - The teacher asked the students to find out some word about nouns and verbs
  - The teacher invited one students for every groups to write students' answer on the white board
  - The teacher invited the students to pronounce vocabulary in front of the class
  - The teacher walked around the class to control the students' activities
  - The teacher admonish of the students who made any noise.
  - The teacher asked of all the students to read every word together
- c. Close Activity
- The teacher asked to the students the difficulty during the teaching and learning process
  - The teacher gave the conclusion about the lesson.
  - The teacher close the lesson and be saying Hamdalah.

#### **E. Learning Resource and Media**

- Tool : White board, marker, and cartoon paper and box
- Source : English book.

#### **F. Appraisal**

- Technique : Writing test
- Form : Multiple Choise
- Instrument : Enclosed

#### **G. Role of Assesment**

Rubric	Score
Correct answer	3
Incorrect answer	0

$$P = \frac{X}{N} \times 100\%$$

Where:

P = The Percentage of classes that have reached absorption

X = The number of students who have reached 75

N = Number of students in the class.

**Percut Sei Tuan, 15 Maret**

**2017**

**Headmaster of**

**SMPS IT AL-HIJRAH**

**Teacher of English**

**Researcher**

**( Mhd. Taufiq S.Pd )**

**( Karmila Sari Ritonga S.Pd )**

**( Wanda**

**Lestari )**

## **LESSON PLAN ( CYCLE II )**

**Education Units** : SMPS IT AL-HIJRAH 2 LAU DENDANG

**Subjects** : English

**Class** : VII

**Competency Standard** : Vocabulary

6. Comprehending meaning about vocabulary  
content word; nouns and verbs.

**Basic Competencies** : 6.2 Comprehending the meaning about vocabulary content word; nouns and verbs by using language accurately, fluently and accepting an interaction with the closer environment.

**Indicator** : 1. Identifying vocabulary content word; nouns and verbs

2. Understanding vocabulary content word; nouns and verbs

3. Finding new words of vocabulary content word; nouns and verbs

**Time Allocation** : 4 x 40 minute

**Meeting to** : 3 and 4

### **A. Learning Objectives**

1. Students' can identifying vocabulary content word; nouns and verbs
2. Students' can understanding vocabulary content word; nouns and verbs
3. Students' can finding new words of vocabulary content word;noun and verb

### **B. Learning Material**

Example of Noun and Verb

- Cat : kucing
- Horse : Kuda
- Bicycle : Sepeda
- Cell phone : Telepon seluler
- Bread : roti

**C. Learning Strategy : Text Twist Game**

**D. Steps Learning Activity**

**1. Preliminary Activities**

- a. Greeting
- b. Praying
- c. Absent the students
- d. Motivated the students

**2. Main Activities**

- a. Exploration
  - The teacher explained the material about vocabulary (especially vocabulary content word about verbs )
  - The teachers explained about text twist game and its procedure
- b. Elaborations
  - The teacher make the students of some groups
  - The teacher gave some letter for every groups
  - The teacher asked the students to discussed about the material using text twist game
  - The teacher asked the students to find out some word about nouns and verbs
  - The teacher invited one students for every groups to write students' answer on the white board
  - The teacher walked around the class to control the students' activities
  - The teacher admonish of the students who made any noise.

- The teacher asked of all the students to read every word together

c. Close Activity

- The teacher asked to the students the difficulty during the teaching and learning process
- The teacher gave the conclusion about the lesson.
- The teacher close the lesson and be saying Hamdalah.

**E. Learning Resource and Media**

- Tool : White board, marker, and cartoon paper
- Source : English book

**F. Appraisal**

- Technique : Writing test
- Form : Multiple Choise
- Instrument : Enclosed

**G. Role of Assesment**

Rubric	Score
Correct answer	3
Incorrect answer	0

$$P = \frac{X}{N} \times 100\%$$

Where:

P = The Percentage of classes that have reached absorption

X = The number of students who have reached 75

N = Number of students in the class.

**Percut Sei Tuan, 22 Maret**

**2017**

**Headmaster of**

**SMPS IT AL-HIJRAH**

**Teacher of English**

**Researcher**

**( Mhd. Taufiq S.Pd)**

**( Karmila Sari Ritonga S.Pd )**

**( Wanda**

**Lestari )**

## **APPENDIX II**

### **PRE-TEST**

Topic	: Vocabulary
Nama	:
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	:
Alokasi Waktu	: 30 Menit
Jumlah Soal	: 30 Butir
Bentuk Soal	: Pilihan Berganda

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1. I Went to dentist yesterday because my .....were in pain.
  - a. Hands
  - b. Fingers
  - c. Teeth
  - d. Ears
2. The teacher's duty is to .....the students in the school.
  - a. Teach
  - b. Play
  - c. Make
  - d. Work
3. Your shoes are so fit in your ..... You look georgous.
  - a. Finger
  - b. Lip
  - c. Hand
  - d. Feet
4. I am so hungry. So, I.....a meal.
  - a. Prepare
  - b. Walk
  - c. Kick
  - d. wear
5. Rina didn't study hard. He didn't .....the exam.
  - a. Study
  - b. Give
  - c. Pass
  - d. Break
6. I Can't hear anything since my.....are sick.
  - a. Eyes
  - c. Nose



- b. Ears                                  d. Mouth
7. Grant is a tailor, he makes.....
  - a. Clothes                              c. Belt
  - b. Bag                                    d. ice cream
8. My father always reads .....every morning in living room and drink coffe.
  - a. Newspaper                         c. Computer
  - b. Television                         d. Radio
9. His hobby is.....badminton.
  - a. Swimming                         c. Dancing
  - b. Playing                             d. Singing
10. Nadia needs to..... after school
  - a. Washing                            c. Rest
  - b. Working                            d. watching
11. The students' duty is to ... in the school.
  - a. Teach                                c. Play
  - b. Work                                 d. Study
12. The gardener that works at my house.....the grass in my garden every Monday and Thursday.
  - a. Plants                                c. Pour
  - b. Cuts                                  d. Throws
13. My mother is a nurse. She works in Permata Madina Hospital. She.....the patients there.
  - a. Ignores                              c. Helps
  - b. Thinks                                d. Sees
14. You can find a stove in your.....
  - a. Kitchen                              c.Living Room
  - b. Bathroom                            d. Bedroom
15. The baby is so hungry. So, I ..... a meal for him.
  - a. Prepare                              c. Throw
  - b. Wear                                 d. Kick
16. I will.....my blue and white dress to Karina's party.
  - a. Go                                      c. Wear
  - b. Hang                                 d. Lose
17. The child.....a milk in the kitchen.
  - a. Drink                                 c. Wash

- b. Read                      d. Watch
18. Everyone has to get off the bus at the.....
- a. Terminal                      c. Dock
- b. Quay                      d. Bay
19. I have to send the car to the .....for repairs.
- a. Engineer                      c. Electrician
- b. Technician                      d. Mechanic
20. The .....will be sent to the morgue.
- a. Carcass                      c. Corpse
- b. Body                      d. Carrion
21. Please go to the ..... and get me five pounds of beef.
- a. Driver                      c. Chef
- b. Butcher                      d. Pedlar
22. Do not interrupt me when I am.....
- a. Burping                      c. Talking
- b. Listening                      d. Saying
23. The .....demand one week to sew my gown.
- a. Maid                      c. Machinist
- b. Seamstress                      d. Carpenter
24. Mrs Ahmad went to the.....to buy some medicine.
- a. Pharmacy                      c. Station
- b. Emporium                      d. Nursery
25. Cancer is an incurable.....
- a. Disease                      c. Disaster
- b. Crime                      d. Habit
26. The shepherd brings his sheep to the .....very early in the morning.
- a. Sea                      c. Pastures
- b. House                      d. Plains
27. We have to call the.....I think I locked my keys in the car again.
- a. Blacksmith                      c. Locksmith
- b. Mason                      d. Cobbler
28. I will take a plate in the.....
- a. Living room                      c. Kitchen
- b. Dining room                      d. Bathroom
29. I am writing a letter by using.....
- a. Plate                      c. Knife
- b. Pen                      d. Spoon
30. If you do not want your bicycle to get rusty, you must .....it.
- a. Rub                      c. Kick
- b. Throw                      d. Stroke

### **APPENDIX III**

#### **POST-TEST I**

Topic	: Vocabulary
Nama	:
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	:
Alokasi Waktu	: 30 Menit
Jumlah Soal	: 30 Butir
Bentuk Soal	: Pilihan Berganda

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31. I Can't hear anything since my.....are sick.
- |         |          |
|---------|----------|
| c. Eyes | c. Nose  |
| d. Ears | d. Mouth |
32. The gardener that works at my house.....the grass in my garden every Monday and Thursday.
- |           |           |
|-----------|-----------|
| c. Plants | c. Pour   |
| d. Cuts   | d. Throws |
33. I Went to dentist yesterday because my .....were in pain.
- |            |          |
|------------|----------|
| c. Hands   | c. Teeth |
| d. Fingers | d. Ears  |
34. The teacher's duty is to .....the students in the school.

- c. Teach c. Make  
d. Play d. Work
35. Nadia needs to..... after school  
c. Washing c. Rest  
d. Working d. watching
36. I am so hungry. So, I.....a meal.  
c. Prepare c. Kick  
d. Walk d. wear
37. The .....demand one week to sew my gown.  
c. Maid c. Machinist
- d. Seamstress d. Carpenter
38. Rina didn't study hard. She didn't .....the exam.  
c. Study c. Pass  
d. Give d. Break
39. Grant is a tailor, he makes.....  
c. Clothes c. Belt  
d. Bag d. ice cream
40. Your shoes are so fit in your ..... You look georgous.  
c. Finger c. Hand  
d. Lip d. Feet
41. His hobby is.....badminton.  
c. Swimming c. Dancing  
d. Playing d. Singing
42. I am writing a letter by using.....  
c. Plate c. Knife  
d. Pen d. Spoon
43. Do not interrupt me when I am.....  
c. Burping c. Talking  
d. Listening d. Saying
44. The students' duty is to ... in the school.  
c. Teach c. Play  
d. Work d. Study
45. Cancer is an incurable.....  
c. Disease c. Disaster  
d. Crime d. Habit

46. My mother is a nurse. She works in Permata Madina Hospital. She.....the patients there.
- c. Ignores                      c. Helps  
d. Thinks                      d. Sees
47. The .....will be sent to the morgue.
- c. Carcass                      c. Corpse  
d. Body                      d. Carrion
48. You can find a stove in your.....
- c. Kitchen                      c. Living Room  
d. Bathroom                      d. Bedroom
49. We have to call the.....I think I locked my keys in the car again.
- c. Blacksmith                      c. Locksmith  
d. Mason                      d. Cobbler
50. If you do not want your bicycle to get rusty, you must .....it.
- c. Rub                      c. Kick  
d. Throw                      d. Stroke
51. The baby is so hungry. So, I ..... a meal for him.
- c. Prepare                      c. Throw  
d. Wear                      d. Kick
52. I will.....my blue and white dress to Karina's party.
- c. Go                      c. Wear  
d. Hang                      d. Lose
53. The child.....a milk in the kitchen.
- c. Drink                      c. Wash  
d. Read                      d. Watch
54. My father always reads .....every morning in living room and drink coffe.
- c. Newspaper                      c. Computer  
d. Television                      d. Radio
55. I have to send the car to the .....for repairs.
- c. Engineer                      c. Electrician  
d. Technician                      d. Mechanic
56. Please go to the ..... and get me five pounds of beef.
- c. Driver                      c. Chef  
d. Butcher                      d. Pedlar
57. Mrs Ahmad went to the.....to buy some medicine.
- c. Pharmacy                      c. Station  
d. Emporium                      d. Nursery
58. The shepherd brings his sheep to the .....very early in the morning.
- c. Sea                      c. Pastures  
d. House                      d. Plains
59. I will take a plate in the.....
- c. Living room                      c. Kitchen

- d. Bedroom                      d. Bathroom  
60. Everyone has to get off the bus at the.....  
c. Terminal                      c. Dock  
d. Quay                          d. Bay

#### **APPENDIX IV**

#### **POST-TEST II**

Topic                                : Vocabulary  
Nama                                :  
Mata Pelajaran                 : Bahasa Inggris  
Kelas / Semester               :  
Alokasi Waktu                  : 30 Menit  
Jumlah Soal                        : 30 Butir  
Bentuk Soal                       : Pilihan Berganda

---

61. His hobby is.....badminton.  
e. Swimming                      c. Dancing  
f. Playing                          d. Singing  
62. I Can't hear anything since my.....are sick.

- e. Eyes c. Nose  
f. Ears d. Mouth
63. The gardener that works at my house.....the grass in my garden every Monday and Thursday.  
e. Plants c. Pour  
f. Cuts d. Throws
64. I Went to dentist yesterday because my .....were in pain.  
e. Hands c. Teeth  
f. Fingers d. Ears
65. The teacher's duty is to .....the students in the school.  
e. Teach c. Make  
f. Play d. Work
66. Nadia needs to..... after school  
e. Washing c. Rest  
f. Working d. watching
67. I am so hungry. So, I.....a meal.  
e. Prepare c. Kick  
f. Walk d. wear
68. Everyone has to get off the bus at the.....  
e. Terminal c. Dock  
f. Quay d. Bay
69. The .....demand one week to sew my gown.  
e. Maid c. Machinist  
f. Seamstress d. Carpenter
70. Rina didn't study hard. She didn't .....the exam.  
e. Study c. Pass  
f. Give d. Break
71. Grant is a tailor, he makes.....  
e. Clothes c. Belt  
f. Bag d. ice cream
72. I will take a plate in the.....  
e. Living room c. Kitchen  
f. Bedroom d. Bathroom
73. Your shoes are so fit in your ..... You look georgeous.  
e. Finger c. Hand  
f. Lip d. Feet
74. I am writing a letter by using.....  
e. Plate c. Knife

- f. Pen                      d. Spoon
75. Do not interrupt me when I am.....
- e. Burping                      c. Talking
- f. Listening                      d. Saying
76. The students' duty is to ... in the school.
- e. Teach                      c. Play
- f. Work                      d. Study
77. Cancer is an incurable.....
- e. Disease                      c. Disaster
- f. Crime                      d. Habit
78. My mother is a nurse. She works in Permata Madina Hospital. She.....the patients there.
- e. Ignores                      c. Helps
- f. Thinks                      d. Sees
79. You can find a stove in your.....
- e. Kitchen                      c. Living Room
- f. Bathroom                      d. Bedroom
80. We have to call the.....I think I locked my keys in the car again.
- e. Blacksmith                      c. Locksmith
- f. Mason                      d. Cobbler
81. If you do not want your bicycle to get rusty, you must .....it.
- e. Rub                      c. Kick
- f. Throw                      d. Stroke
82. The baby is so hungry. So, I ..... a meal for him.
- e. Prepare                      c. Throw
- f. Wear                      d. Kick
83. I will.....my blue and white dress to Karina's party.
- e. Go                      c. Wear
- f. Hang                      d. Lose
84. The child.....a milk in the kitchen.
- e. Drink                      c. Wash
- f. Read                      d. Watch
85. My father always reads .....every morning in living room and drink coffe.
- e. Newspaper                      c. Computer
- f. Television                      d. Radio
86. I have to send the car to the .....for repairs.
- e. Engineer                      c. Electrician
- f. Technician                      d. Mechanic
87. Please go to the ..... and get me five pounds of beef.
- e. Driver                      c. Chef
- f. Butcher                      d. Pedlar
88. Mrs Ahmad went to the.....to buy some medicine.



- e. Pharmacy                      c. Station
  - f. Emporium                      d. Nursery
89. The shepherd brings his sheep to the .....very early in the morning.
- e. Sea                              c. Pastures
  - f. House                          d. Plains
90. The .....will be sent to the morgue.
- e. Carcass                      c. Corpse
  - f. Body                          d. Carrion

## **APPENDIX V**

### **KEY ANSWERS**

#### **PRE-TEST**

- |             |              |
|-------------|--------------|
| <b>1. C</b> | <b>16. C</b> |
| <b>2. A</b> | <b>17. A</b> |
| <b>3. D</b> | <b>18. A</b> |
| <b>4. A</b> | <b>19. D</b> |
| <b>5. C</b> | <b>20. C</b> |
| <b>6. B</b> | <b>21. B</b> |
| <b>7. A</b> | <b>22. C</b> |

#### **POST-TEST I**

- |             |              |
|-------------|--------------|
| <b>1. B</b> | <b>16. C</b> |
| <b>2. B</b> | <b>17. C</b> |
| <b>3. C</b> | <b>18. A</b> |
| <b>4. A</b> | <b>19. C</b> |
| <b>5. C</b> | <b>20. A</b> |
| <b>6. A</b> | <b>21. A</b> |
| <b>7. A</b> | <b>22. C</b> |

8. A      23. B  
 9. B      24. A  
 10. C     25. A  
 11. D     26. C  
 12. B     27. C  
 13. C     28. C  
 14. A     29. B  
 15. A     30. A

8. B      23. A  
 9. C      24. A  
 10. D     25. D  
 11. B     26. B  
 12. B     27. A  
 13. C     28. C  
 14. D     29. C  
 15. A     30. A

#### POST-TEST II

1. B	11. A	21. A
2. B	12. C	22. A
3. B	13. D	23. C
4. C	14. B	24. A
5. A	15. C	25. A
6. C	16. D	26. D
7. A	17. A	27. B
8. A	18. C	28. A
9. B	19. A	29. C
10. C	20. C	30. C

#### APPENDIX VI

#### THE QUANTITATIVE DATA

NO	Students' Initial	PRE-TEST	CYCLE I	CYCLE II
		Score	Score	Score
1	Aqila Hannah Tsabitah	77	97	97
2	Aliya Saskia Putri	60	73	80
3	Agnes Imleya Putri	30	33	50
4	Aurora Dwi Nur'aini	67	73	80

<b>5</b>	<b>Ardila Salisa Adristi</b>	<b>63</b>	<b>73</b>	<b>80</b>
<b>6</b>	<b>Dewi Chairunnisa Siregar</b>	<b>77</b>	<b>93</b>	<b>100</b>
<b>7</b>	<b>Diva Dwi Raissa</b>	<b>30</b>	<b>43</b>	<b>87</b>
<b>8</b>	<b>Fairuza Mufida</b>	<b>83</b>	<b>100</b>	<b>100</b>
<b>9</b>	<b>Khairah Tsabita Hannum</b>	<b>93</b>	<b>100</b>	<b>100</b>
<b>10</b>	<b>Nur Aila Rachman</b>	<b>73</b>	<b>80</b>	<b>77</b>
<b>11</b>	<b>Nurul Hasanah</b>	<b>60</b>	<b>73</b>	<b>93</b>
<b>12</b>	<b>Nurul Auliya Nisya</b>	<b>57</b>	<b>63</b>	<b>83</b>
<b>13</b>	<b>Najwa Salsabila</b>	<b>53</b>	<b>70</b>	<b>80</b>
<b>14</b>	<b>Najwa Hawaji</b>	<b>50</b>	<b>67</b>	<b>73</b>
<b>15</b>	<b>Raihana Auliya</b>	<b>73</b>	<b>80</b>	<b>77</b>
<b>16</b>	<b>Rahmi Arifah</b>	<b>90</b>	<b>93</b>	<b>97</b>
<b>17</b>	<b>Shafa Yasmin</b>	<b>97</b>	<b>93</b>	<b>93</b>
<b>18</b>	<b>Syarah Nurul Mufidah</b>	<b>63</b>	<b>67</b>	<b>90</b>
<b>19</b>	<b>Siti Zahrah Azizah</b>	<b>57</b>	<b>50</b>	<b>50</b>
<b>20</b>	<b>Salwa Anatsya</b>	<b>50</b>	<b>63</b>	<b>80</b>
<b>21</b>	<b>Yasmin Tasya</b>	<b>40</b>	<b>33</b>	<b>80</b>
<b>Total x</b>		<b>1343</b>	<b>1517</b>	<b>1747</b>
<b>The Mean Score</b>		<b>63.95</b>	<b>72.23</b>	<b>83.19</b>

## APPENDIX VII

### THE STUDENTS' SCORES RESULT FOR PRE-TEST

<b>No</b>	<b>The Students' Initial</b>	<b>PRE-TEST</b>	
		<b>Score</b>	<b>Got Score of Over 75</b>

<b>1</b>	<b>Aqila Hannah Tsabitah</b>	<b>77</b>	<b>Passed</b>
<b>2</b>	<b>Aliya Saskia Putri</b>	<b>60</b>	<b>Failed</b>
<b>3</b>	<b>Agnes Imleya Putri</b>	<b>30</b>	<b>Failed</b>
<b>4</b>	<b>Aurora Dwi Nur'aini</b>	<b>67</b>	<b>Failed</b>
<b>5</b>	<b>Ardila Salisa Adristi</b>	<b>63</b>	<b>Failed</b>
<b>6</b>	<b>Dewi Chairunnisa Siregar</b>	<b>77</b>	<b>Passed</b>
<b>7</b>	<b>Diva Dwi Raissa</b>	<b>30</b>	<b>Failed</b>
<b>8</b>	<b>Fairuza Mufida</b>	<b>83</b>	<b>Passed</b>
<b>9</b>	<b>Khairah Tsabita Hannum</b>	<b>93</b>	<b>Passed</b>
<b>10</b>	<b>Nur Aila Rachman</b>	<b>73</b>	<b>Failed</b>
<b>11</b>	<b>Nurul Hasanah</b>	<b>60</b>	<b>Failed</b>
<b>12</b>	<b>Nurul Auliya Nisya</b>	<b>57</b>	<b>Failed</b>
<b>13</b>	<b>Najwa Salsabila</b>	<b>53</b>	<b>Failed</b>
<b>14</b>	<b>Najwa Hawaji</b>	<b>50</b>	<b>Failed</b>
<b>15</b>	<b>Raihana Auliya</b>	<b>73</b>	<b>Failed</b>
<b>16</b>	<b>Rahmi Arifah</b>	<b>90</b>	<b>Passed</b>
<b>17</b>	<b>Shafa Yasmin</b>	<b>97</b>	<b>Passed</b>
<b>18</b>	<b>Syarah Nurul Mufidah</b>	<b>63</b>	<b>Failed</b>
<b>19</b>	<b>Siti Zahrah Azizah</b>	<b>57</b>	<b>Failed</b>
<b>20</b>	<b>Salwa Anatsya</b>	<b>50</b>	<b>Failed</b>
<b>21</b>	<b>Yasmin Tasya</b>	<b>40</b>	<b>Failed</b>
<b>Total x</b>		<b>1343</b>	
<b>The Mean Score</b>		<b>63.95</b>	

## APPENDIX VIII

### THE STUDENTS' SCORES RESULT FOR POST-TEST I

<b>No</b>	<b>The Students' Initial</b>	<b>POST-TEST</b>
-----------	------------------------------	------------------

		Score	Got Score of Over 75
<b>1</b>	<b>Aqila Hannah Tsabitah</b>	<b>97</b>	<b>Passed</b>
<b>2</b>	<b>Aliya Saskia Putri</b>	73	Failed
<b>3</b>	<b>Agnes Imleya Putri</b>	33	Failed
<b>4</b>	<b>Aurora Dwi Nur'aini</b>	73	Failed
<b>5</b>	<b>Ardila Salisa Adristi</b>	73	Failed
<b>6</b>	<b>Dewi Chairunnisa Siregar</b>	<b>93</b>	<b>Passed</b>
<b>7</b>	<b>Diva Dwi Raissa</b>	43	Failed
<b>8</b>	<b>Fairuza Mufida</b>	<b>100</b>	<b>Passed</b>
<b>9</b>	<b>Khairah Tsabita Hannum</b>	<b>100</b>	<b>Passed</b>
<b>10</b>	<b>Nur Aila Rachman</b>	<b>80</b>	<b>Passed</b>
<b>11</b>	<b>Nurul Hasanah</b>	73	Failed
<b>12</b>	<b>Nurul Auliya Nisya</b>	63	Failed
<b>13</b>	<b>Najwa Salsabila</b>	70	Failed
<b>14</b>	<b>Najwa Hawaji</b>	67	Failed
<b>15</b>	<b>Raihana Auliya</b>	<b>80</b>	<b>Passed</b>
<b>16</b>	<b>Rahmi Arifah</b>	<b>93</b>	<b>Passed</b>
<b>17</b>	<b>Shafa Yasmin</b>	<b>93</b>	<b>Passed</b>
<b>18</b>	<b>Syarah Nurul Mufidah</b>	67	Failed
<b>19</b>	<b>Siti Zahrah Azizah</b>	50	Failed
<b>20</b>	<b>Salwa Anatsya</b>	63	Failed
<b>21</b>	<b>Yasmin Tasya</b>	33	Failed
<b>Total x</b>		<b>1517</b>	
<b>The Mean Score</b>		<b>72.23</b>	

## APPENDIX IX

### THE STUDENTS' SCORES RESULT FOR POST-TEST II

No	The Students' Initial	POST-TEST II	
		Score	Got Score of Over 75
1	Aqila Hannah Tsabitah	97	Passed
2	Aliya Saskia Putri	80	Passed
3	Agnes Imleya Putri	50	Failed
4	Aurora Dwi Nur'aini	80	Passed
5	Ardila Salisa Adristi	80	Passed
6	Dewi Chairunnisa Siregar	100	Passed
7	Diva Dwi Raissa	87	Passed
8	Fairuza Mufida	100	Passed
9	Khairah Tsabita Hannum	100	Passed
10	Nur Aila Rachman	77	Passed
11	Nurul Hasanah	93	Passed
12	Nurul Auliya Nisya	83	Passed
13	Najwa Salsabila	80	Passed
14	Najwa Hawaji	73	Failed
15	Raihana Auliya	77	Passed
16	Rahmi Arifah	97	Passed
17	Shafa Yasmin	93	Passed
18	Syarah Nurul Mufidah	90	Passed
19	Siti Zahrah Azizah	50	Failed
20	Salwa Anatsya	80	Passed
21	Yasmin Tasya	80	Passed
Total x		1747	
The Mean Score		83.19	

## APPENDIX X

### DISTRIBUTION OF STUDENTS' VOCABULARY MASTERY FOR PRE-TEST, POST TEST, AND POST TEST II

		<i>Criteria</i>	<i>Total Students'</i>	<i>Percentage</i>
<i>Pre-Test</i>	<i>P<sup>1</sup></i>	<b>Passed</b>	<b>6</b>	<b>29 %</b>
	<i>P<sup>2</sup></i>	<b>Failed</b>	<b>15</b>	<b>71 %</b>
<i>Post-Test I</i>	<i>P<sup>1</sup></i>	<b>Passed</b>	<b>8</b>	<b>38 %</b>
	<i>P<sup>2</sup></i>	<b>Failed</b>	<b>13</b>	<b>62 %</b>
<i>Post-Test II</i>	<i>P<sup>1</sup></i>	<b>Passed</b>	<b>18</b>	<b>86 %</b>
	<i>P<sup>2</sup></i>	<b>Failed</b>	<b>3</b>	<b>14 %</b>

## APPENDIX XI

### THE TESTING HYPOTHESIS

**THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE  
IN THE PRE-TEST AND POST-TEST**

NO	Post-test Cycle I	Post-test Cycle II	D	D <sup>2</sup>
	Score	Score	Score	Score
1	97	97	0	0
2	73	80	7	49
3	33	50	17	289
4	73	80	7	49
5	73	80	7	49
6	93	100	7	49
7	43	87	44	1936
8	100	100	0	0
9	100	100	0	0
10	80	77	3	9
11	73	93	20	400
12	63	83	20	400
13	70	80	10	100
14	67	73	6	36
15	80	77	3	9
16	93	97	4	16
17	93	93	0	0
18	67	90	23	529
19	50	50	0	0
20	63	80	17	289
21	33	80	47	2209
			<b>D = 242</b>	<b>D<sup>2</sup> = 6418</b>
			<b>D = 242 / 21</b>	
			<b>11.52</b>	
			<b>T = 3.92</b>	

**APPENDIX XII**

**THE STUDENTS' ATTENDANCE LIST**



<b>NO</b>	<b>Name of Students</b>	<b>March 14<sup>th</sup> 2017</b>	<b>March 15<sup>th</sup> 2017</b>	<b>March 21<sup>th</sup> 2017</b>	<b>March 22<sup>th</sup> 2017</b>
<b>1</b>	<b>Aqila Hannah Tsabitah</b>				
<b>2</b>	<b>Alya Saskia Putri</b>				
<b>3</b>	<b>Agnes Imleya Putri</b>				
<b>4</b>	<b>Aurora Dwi Nur'aini</b>				
<b>5</b>	<b>Ardila Salisa Adristi</b>				
<b>6</b>	<b>Dewi Chairunnisa Siregar</b>				
<b>7</b>	<b>Diva Dwi Raissa</b>				
<b>8</b>	<b>Fairuza Mufida</b>				
<b>9</b>	<b>Khairah Tsabita Hannum</b>				
<b>10</b>	<b>Nur Aila Rachman</b>				
<b>11</b>	<b>Nurul Hasanah</b>				
<b>12</b>	<b>Nurul Auliya Nisya</b>				
<b>13</b>	<b>Najwa Salsabila</b>				
<b>14</b>	<b>Najwa Hawaji</b>				
<b>15</b>	<b>Raihana Auliya</b>				
<b>16</b>	<b>Rahmi Arifah</b>				
<b>17</b>	<b>Shafa Yasmin</b>				
<b>18</b>	<b>Syarah Nurul Mufidah</b>				
<b>19</b>	<b>Siti Zahrah Azizah</b>				
<b>20</b>	<b>Salwa Anatsya</b>				
<b>21</b>	<b>Yasmin Tasya</b>				

#### **APPENDIX XIII**

## THE FIRST INTERVIEW WITH STUDENTS

- The researcher : Apakah kamu suka belajar bahasa Inggris ?
- The student 1 : saya tidak suka belajar bahasa Inggris karena saya sangat sulit untuk menghafal vocabulary.
- The student 2 : Iya, saya suka karena belajar Bahasa Inggris itu menarik.
- The researcher : Apa yang kamu ketahui tentang *vocabulary*?
- The student 1 : Vocabulary yaitu daftar kata-kata yang paling utama dalam Bahasa Inggris.
- The student 2 : Vocabulary yaitu kosa kata.
- The researcher : Selama ini bagaimana metode atau strategi yang digunakan guru dalam pembelajaran *vocabulary*?
- The student 1 : Strateginya kadang-kadang pakai lagu dan scrabble.
- The student 2 : Sejauh ini hanya menghafal, pakai lagu dan games.
- The researcher : Kesulitan apa yang sering kalian temui dalam belajar *vocabulary*?
- The Students 1 : Saya sangat sulit dalam menghafal vocabulary.
- The students 2 : Saya merasakan kesulitan belajar vocabulary ketika membedakan kata-kata yang sama.
- The researcher : Bagaimana cara kalian untuk mengatasi masalah dalam kesulitan belajar *vocabulary* ?

The students 1 : Sering membaca buku Bahasa Inggris.

Tthe students 2 : Harus memahami vocabulary tersebut

The researcher : Apa yang kalian lakukan untuk meningkatkan *vocabulary* Bahasa Inggris kalian?

The students 1 : Banyak-banyak mengulang.

The students 2 : Belajar.

The researcher : Menurut kalian cara belajar yang bagaimana yang kalian sukai, sehingga kamu lebih mudah memahami pelajaran khususnya tentang *vocabulary*?

The student 1 : Dibuat lagu-lagu.

The student 2 : Dengan cara bermain games.

The researcher : Apakah kalian pernah belajar *vocabulary* dengan menggunakan text twist game.?

The student 1 : Belum

The student 2 : Belum

## APPENDIX XIV

### THE LAST INTERVIEW WITH THE STUDENTS

The researcher : Apakah kamu suka belajar *vocabulary* menggunakan text twist game?

The student 1 : Iya, saya suka

The student 2 : Suka

The researcher : Apakah yang kalian pikirkan setelah belajar *vocabulary* Bahasa Inggris dengan menggunakan text twist game?

The student 1 : Setelah belajar dengan menggunakan text twist game saya lebih banyak mengenal *vocabulary* baru.

The student 2 : lebih mudah untuk mendapatkan *vocabulary* baru dan belajarnya lebih semangat dan happy.

The researcher : Apakah ada kesulitan untuk memperoleh *vocabulary* ketika menggunakan metode *text twist game*?

The student 1 : Ada, contohnya ketika mencari kosa kata

The student 2 : Ada, karena hurufnya terbatas

The researcher : Apakah belajar menggunakan text twist game bisa membantu meningkatkan *vocabulary* bahasa Inggris anda? Mengapa?

The student 1 : Iya bisa. tapi saya masih bingung karena hurufnya terbatas.

The student 2 : Iya, text twist game ini sangat cocok sekali untuk meningkatkan vocabulary.

The researcher : Kalian setuju tidak, jika ada yang mengatakan bahwasanya belajar *vocabulary* menggunakan *text twist game* itu sangat menarik? Dan apakah menurut kalian kelebihan dan kelemahan dari *text twist game* ini?

The student 1 : Lumayan.

The student 2 : Setuju.

The researcher : Menurut kalian apakah kegiatan pembelajaran *vocabulary* dengan menggunakan *text twist game* perlu dilakukan seterusnya? Mengapa?

The student 1 : Perlu diteruskan karena text twist game ini bisa menambah vocabulary baru siswa.

The student 2 : Perlu, karena text twist game ini menarik dan bisa meningkatkan vocabulary siswa.

## **APPENDIX XV**

### **THE FIRST INTERVIEW WITH ENGLISH TEACHER**

- The researcher : Bagaimana menurut pendapat ibu tentang kemampuan siswa dalam menguasai *vocabulary* ?
- The teacher : Masih jauh diharapkan karena masih standard.
- The researcher : Bagaimana cara ibu mengatasi masalah tersebut ?
- The teacher : Hari-harinya sering memberi *vocabulary* baru kira-kira lima kosa kata tiap pertemuan.
- The researcher : Biasanya methode apa yang ibu gunakan ketika mengajar *vocabulary* kepada siswa?
- The teacher : Main games seperti tebak kata dan menyambung kata.
- The researcher : Seperti yang kita ketahui bersama, kemampuan siswa dalam menguasai *vocabulary* merupakan suatu hal yang sangat penting dalam bahasa inggris, sejauh ini apakah ibu

pernah menggunakan *text twist game* dalam pembelajaran  
*vocabulary*?

The teacher : Belum Pernah.

## APPENDIX XVI

### THE LAST INTERVIEW WITH THE TEACHER

**Researcher** : Setelah *text twist game* telah diterapkan dalam pembelajaran *vocabulary*, bagaimana pendapat ibu tentang *text twist game* ini?

**Teacher** : Menurut saya *text twist game* ini bagus, karena games ini bisa meningkatkan *vocabulary* siswa dan membuat siswa lebih enjoy dan tidak mudah bosan.

**Researcher** : Apakah menurut ibu *text twist game* ini bagus digunakan dalam sistem pembelajaran Bahasa Inggris?

**Teacher** : Iya bagus.

**Researcher** : Apakah menurut ibu *text twist game* ini bisa meningkatkan *vocabulary* siswa? Jelaskan!

**Teacher** : Bisa, karena menambah vocabulary yang baru.

**Researcher** : Apakah menurut ibu *text twist game* ini sangat penting dalam sistem pembelajaran *vocabulary* dan mengapa?

**Teacher** : untuk anak SMP penting karena pengetahuan vocabulary mereka kan masih standard.

**Researcher** : Menurut ibu apa kekurangan dan kelebihan dalam *text twist game* ini?

**Teacher** : kekurangannya : games ini membutuhkan waktu yang lama.

Kelebihannya : membuat anak-anak lebih enjoy dan tidak mudah bosan.



## APPENDIX XVII

### OBSERVATION SHEET

Date :

School : SMPS IT AL-Hijrah 2 Lau Dendang

Collaborator :

Class : VII<sup>B</sup> / II

Focus	Points That Are Observed	Cycle I		Cycle II	
		Yes	No	Yes	No
The Researcher as the Teacher	1. The teacher came on time 2. The teacher was greet the students 3. The teacher was absent the students 4. The teacher introduced her self				

	<p>5. The teacher motivated the students</p> <p>6. The teacher warmed up to the students, such as gave students some questions about the topic that will be discussed to the students in the classroom</p> <p>7. The teacher explained the learning objective</p> <p>8. The teacher explained the topic</p> <p>9. The teacher gave pre-test</p> <p>10. The teacher prepared teaching material systematically</p> <p>11. The teacher used media to present the material</p> <p>12. The teacher divided the students of some groups</p> <p>13. The teacher explained about the procedure of text twist games activity</p> <p>14. The teacher gave some letter to the students</p> <p>15. The teacher asked the students to find new word of some letter provided</p>				
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	<p>16. The teacher asked the students to ask which part they didn't understand yet</p> <p>17. The teacher walked around the class to control the students' activities</p> <p>18. The teacher admonish of the students who made any noise</p> <p>19. Teacher gave post-test to the students</p> <p>20. The teacher concluded the lesson and reminded the students to study at home</p>				
The Students	<p>1. All students came on time</p> <p>2. All the students listened / played attention what the teacher explained</p> <p>3. The students studied seriously</p> <p>4. The students felt interested and enthusiast in studying vocabulary by using text twist game</p> <p>5. The students made any noisy in the class</p> <p>6. All of the students came to follow the test</p> <p>7. The students asked question if they</p>				

	<p>didn't know</p> <p>8. The students used the dictionary to find out the meaning of words</p> <p>9. The students did the test seriously</p>				
Class	<p>1. The classroom was comfortable and clean</p> <p>2. The classroom was far from the crowded</p> <p>3. The classroom was facilitated by what the teacher needed</p>				

**Knowing by,**  
**2017**

**Medan, March**

**The Headmaster of SMPS IT AL-HIJRAH**

**The English Teacher**

**LAU DENDANG**

**( Mhd. Taufiq S.Pd )**  
**Ritonga S.pd )**

**( Karmila Sari**

## **APPENDIX XVIII**

### **THE SCHEDULE OF RESEARCH AT SMPS IT AL-HIJRAH 2 LAU DENDANG**

<b>DAY / DATE</b>	<b>ACTIVITIES</b>
02 Maret 2017	<ul style="list-style-type: none"> <li>• Meet with the principle of SMPS IT-AL-Hijrah2 Lau Dendang to ask permission for doing research.</li> <li>• Meet with the BKM to talk about the conditions of the class, students, and English teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meet the English teacher of the class VII-B to talk about activities that would do when the research done.</li> </ul>
04 Maret 2017	<ul style="list-style-type: none"> <li>• Test uji validity in the class VII-A</li> </ul>
14 Maret 2017	<ul style="list-style-type: none"> <li>• Give the pre-test to the students of the class VII-B for the first cycle.</li> <li>• Interview the English teacher of the class VII-B ( first meeting )</li> <li>• Interview the students' of the class VII-B ( first meeting)</li> </ul>
15 Maret 2017	<ul style="list-style-type: none"> <li>• Give explanation about the application of text twist game in teaching vocabulary.</li> <li>• Give the Post-test to the students of the class VII-B for the first cycle.</li> </ul>
21 Maret 2017	<ul style="list-style-type: none"> <li>• The application of text twist game in teaching learning process in vocabulary to the students' of VII-B at the second cycle.</li> <li>• Interview the students of the class VII-B about the material and games that was used.</li> <li>• Interview to the English teacher of VII-B for the last interview.</li> </ul>
22 Maret 2017	<ul style="list-style-type: none"> <li>• The application of text twist game in teaching learning process in vocabulary to the students of VII-B at the second cycle. ( the fourth meeting )</li> <li>• Give the post-test II to the students of VII-B in second cycle (the fourth meeting )</li> <li>• Say goodbye and thanks to the students of the class VII-B.</li> </ul>
10 April 2017	<ul style="list-style-type: none"> <li>• Take the response letter of research and say goodbye and thanks to the principle of SMPS IT AL-Hijrah Lau Dendang, English teacher and the side who have helped in this research.</li> </ul>

Medan, March  
2017

The Researcher

Wanda Lestari

Nim :  
34.13.1.077

## **APPENDIX XIX**

### **THE SCHEDULE OF MEETINGS**

<b>MEETINGS</b>	<b>TEST</b>	
<b>Is</b>	<b>PRE-TEST (ORIENTATION TEST)</b>	
<b>II</b>	<b>CYCLE I</b>	<b>POST TEST I</b>
<b>III</b>	<b>CYCLE II</b>	<b>POST TEST II</b>
<b>IV</b>		

## **PHOTOGRAPHY**



**The Location of Research**



**The Students while Doing Pre-Test**





**The Researcher while Explain the Lesson in the Learning Process**



**The Researcher while Introducing Text Twist Game to Every Group and  
Introducing to Do it**



**The Students while Doing Text Twist Game**



**The Students while Doing Post-Test**





**The Students while Doing Post-Test II**



**The Researcher while Doing Interview to English Teacher**



**The Researcher while Doing Interview with Some Students Before Doing Text Twist Game**



**The Researcher while Doing Interview with Some Students Before Doing Text Twist Game**